

Lesson Title: In Their Own Words: Nazis Speak about the “Final Solution”

Lesson Details:		
<u>Unit:</u> The Final Solution: The Transition to Mass Murder/Genocide	<u>Duration:</u> One 45-50 minute class period, not including extension activities	
Lesson Notes for Teachers:		
Given the Nazis’ desire to keep direct knowledge of the Final Solution secret, it is amazing so much documentary evidence remains, especially in the form of speech transcripts, letters, and memoranda. It is even more significant in light of the Nazis’ attempt to destroy evidence in the closing days of the war. Students can gain great insight into the Nazi mass murder program by reading what top Nazis had to say about it.		
Design Questions/Lesson Focus/Marzano Elements:		
<ol style="list-style-type: none"> 1. What is the relationship between attitudes and behaviors? 2. How do people justify participating in acts that are harmful to others? 3. How do people seek to involve others in acts that are harmful and/or criminal in nature? 4. What is the impact of leaders’ attitudes on the attitudes and behaviors of followers? 		
<u>X</u> Introducing New Knowledge DQ2 Main Element: 11 Helping students elaborate on new content	<u>X</u> Deepening or Practicing DQ3 Main Element: 18 Helping students evaluate their reasoning	<u>X</u> Generating Hypotheses DQ4 Main Element: 22 Engaging students in cognitively complex tasks involving hypothesis generation and testing
Focus Standards/Benchmarks: Please note – These lessons are designed to be flexible for use in a variety of Florida-approved middle and high school Social Studies and ELA courses. With minor adaptations, the activities described in the lesson may be used in a variety of settings. Only a few of the standards and benchmarks listed below will be used in any particular class. Teachers should choose the main skill and content standards/benchmarks that are most applicable for the courses they teach.		
<p>LAFS.K12.R.3.8-Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>LAFS.K12.R.3.9-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>SS.912.P.9.2-Describe the relationship between attitudes (implicit and explicit) and behavior.</p> <p>SS.912.P.10.12-Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.</p> <p>SS.912.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</p> <p>SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas</p>		
Daily Learning Goal and Scale (Student-friendly language)		
Students will evaluate impact and the validity of the beliefs and attitudes of the Nazis that enabled and justified their program of genocidal mass-murder.		
<u>2.0 Simpler Content</u> Students will:	<u>3.0 Target</u> Students will:	<u>4.0 More Complex</u> Students will:
1. Summarize the attitudes of top Nazis regarding the murder of	1. Analyze the attitudes of top Nazis regarding the murder of Jews,	Create a model system of values and morality that would prevent attitudes

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<p>Jews, based on selected quotes.</p> <p>2. List the arguments used by the Nazis to justify their murder of Jews.</p>	<p>based on selected quotes.</p> <p>2. Evaluate the validity of the arguments used by the Nazis to justify their murder of Jews.</p> <p>3. Evaluate the system of values and morality embraced by the Nazis.</p>	<p>(such as those expressed by the Nazis) from leading to genocidal mass-murder. Evaluate the potential effectiveness of the system by comparing it to the beliefs and values of groups that have committed genocide.</p>
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Formative Assessment Strategies/Monitoring for Desired Effect:

- Teacher observation and questioning of groups and individuals at each step of the instructional process and during transitions between activities.
- Teacher use of probing and redirecting questions based on the selected text readings of Nazi leaders.
- Student written and oral discussion responses to the “In Their Own Words – Discussion Questions” handout.
- Exit Slip: Respond to the following question: Which Nazi leader’s statement did you find most troubling? Why did you choose that one?

Lesson Sequence:

Introduction/Hook: (May be done with students individually or organized into small groups.)

Display the following quote from Adolf Hitler’s book, *Mein Kampf*.

“If, with the help of his Marxist creed, the Jew is victorious over the other peoples of the world, his crown will be the funeral wreath of humanity and this planet will, as it did thousands of years ago, move through the ether devoid of men.”

Ask students to respond to the following question: “If a Nazi follower of Hitler truly believed the quote above, what attitude would he hold toward Jews? How would he/she think they should be treated?”

Discuss individual or group answers to these questions. Then inform students that they will be reading quotes from selected Nazi leaders who were involved with the *Final Solution*. Ask them to compare the words they will read with the answers they gave to questions above.

Instruction Steps:

1. Pass out the Nazi quotations.
2. Read the quotes aloud in class. Four of the five quotes were originally spoken, so it is appropriate for students to hear the words as well as read them.
3. Pass out the “In Their Own Words” Question Sheet. Allow students time to answer the questions individually or in groups. As an alternative, you may answer them together as a class.
4. In class discussion of these quotes be aware of the fact that each question will probably evoke a dozen more.

Adaptation/Differentiation Strategies:

The teacher may divide the reading selections into smaller chunks and check for understanding at key points. The teacher may read one or more of the selections aloud, or have students do so. The teacher may identify key terms in the texts prior to use and introduce this vocabulary prior to the lesson. The teacher may provide the students with basic background information about the historical events mentioned in the texts (such as the Nazi “euthanasia” program, and Himmler’s October 1943 Poznan [Posen] meetings).

Extended Learning:

1. Heinrich Himmler’s speech from October 4, 1943 may be analyzed at a deeper level than this short lesson allows.

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Students may refer to a close reading of the text to respond to the following research questions”

- a. What are the two conditions that Himmler mentions that must be present to justify the types actions he describes in the first paragraph of the quote?
 - b. What does Himmler mean by “natural tact” and why does he think it is so important?
 - c. Why does Himmler draw a sharp distinction between the average German (even Nazi Party members) and the SS men in the room that are hearing his speech? What impact does he think membership in an elite group should have on these men’s attitudes and actions?
 - d. Why do you think Himmler thought that murdering Jews was justified, but keeping goods stolen from them was a crime? What does this reveal about his system of moral values?
2. Holocaust deniers try to convince people that the Nazis did not attempt to murder the Jews of Europe. In the light of the quotes from this lesson, conduct a class discussion in which students consider the following questions:
- Why would someone want to deny a history that has already been convincingly documented? In other words, what are Holocaust deniers trying to accomplish?
 - How can you tell the difference between an alternate interpretation of history and a denial of established facts?
 - What would you say to someone who tried to tell you that the Holocaust never happened?

Please note: Holocaust deniers make many claims that are difficult for students to deconstruct and debunk without extensive historical knowledge and access to specific documentation and research. Still, students are likely to come across Holocaust denial claims if they do even rudimentary level online research. Prepare them for the basic outline of what they may encounter, but don’t ask them to do direct research using Holocaust denial websites. Instead, give students a list of reputable sites to use. Also, please keep in mind that non-traditional or controversial interpretations of events are not necessarily Holocaust denial.

3. Read the statement made by a former Nazi leader, Albert Speer, in 1977. This was 32 years after the end of the Holocaust and 11 years after he had been released from prison for his role in Nazi crimes. (The statement may be found at <http://www.jewishvirtuallibrary.org/nuremberg-trial-testimony-of-albert-speer>)
- a. Where do you think he places the primary guilt for the crimes of the Holocaust?
 - b. How does he think he came to share in that guilt?
 - c. How do you think he would respond to Holocaust deniers?

Resources and Materials:

1. Handouts: “In Their Own Words: Nazis Speak about the Final Solution” Page 1, Page 2
2. "In Their Own Words" Question Sheet